

## Principles of Adult Learning

### Adults are autonomous and self-directed

- Prefer to direct their own learning and work around their interests, personal goals
- Generally like to take on leadership roles

#### **Educator implications:**

- ✓ Ask the student to discuss their personal learning goals
- ✓ Help them reflect on what they've learned and with modifying their goals as needed
- ✓ Provide them with as many options for learning as possible

### Adults bring life experiences and knowledge

- Work-related activities, family responsibilities, and previous education influence how they prefer to learn

#### **Educator implications:**

- ✓ Discover the student's priorities in life (such as family, hobbies, and leisure interests)
- ✓ Help the student connect their learning with their life experiences

### Adults are goal-oriented

- Are ready to learn when experiencing a "need to know"

#### **Educator implications:**

- ✓ Don't dump an overwhelming amount of information on the student
- ✓ Be explicit about their goals and your expectations
- ✓ Explain how specific learning experiences fit with their goals

### Adults are relevancy-oriented

- Need to see a reason for learning something in order to see its value

#### **Educator implications:**

- ✓ Explain the relevance of skills or tasks to the student
- ✓ Provide choices when appropriate so they can choose what is most relevant to them

### Adults are practical

- Like to be able to apply their knowledge

#### **Educator implications:**

- ✓ Help the student capitalize on as many practical experiences as possible
- ✓ Find occasions for the student to visit other areas or work with other professionals

### Adults like to be respected

- Want to be recognized for the knowledge and life experiences they bring, and be treated as equals

#### **Educator implications:**

- ✓ Treat the student like a future colleague
- ✓ Make the student feel like a part of the department, including them in social or departmental activities